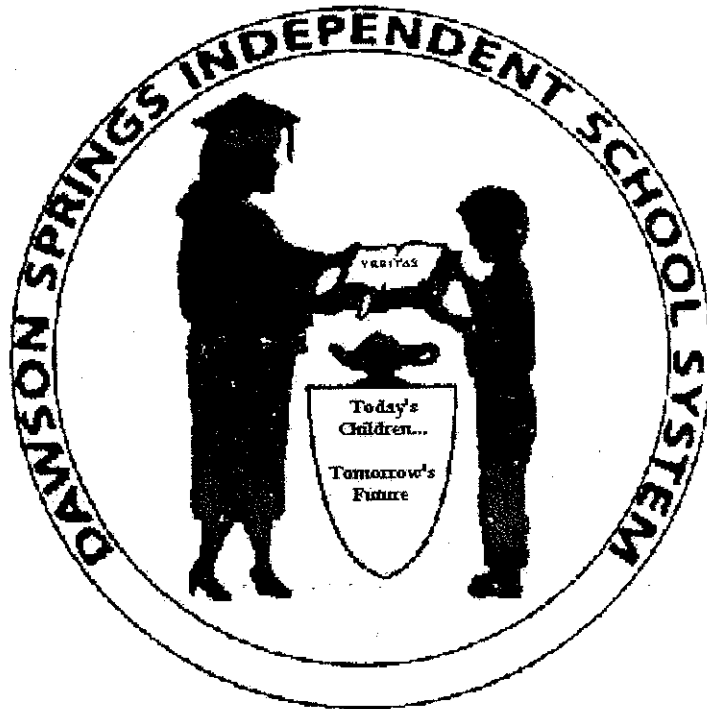# PROFESSIONAL GROWTH
AND
EVALUATION OF CERTIFIED PERSONNEL

DAWSON SPRINGS INDEPENDENT SCHOOL SYSTEM
118 EAST ARCADIA AVENUE
DAWSON SPRINGS, KY 42408
270-797-3811 (phone)
270-797-5201 (fax)

ASSURANCES
PROFESSIONAL GROWTH AND EVALUATION OF CERTIFIED PERSONNEL

The Dawson Springs Independent School District assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and certified in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative conferences with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.
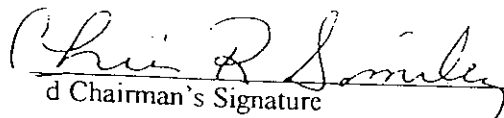
The Local District Evaluation Appeals Panel will provide each person evaluated the opportunity for a review of the summative evaluation. Provision is made for the right to review all documentation presented to the Appeals panel and to be represented at the appeals.

This evaluation process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

_____ _Alexis Seymour_ _____
Superintendent's Signature

_____ _Chris R. Smiley_ _____
d Chairman's Signature

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PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL
704 KAR 20:680

Section 1. Certified personnel in the Commonwealth:

(1)   Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;

(2)   Shall believe in the worth and dignity of each human being and in educational opportunities for all;

(3)   Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

    (a)   **To Students:**

      1.   Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator;

      2.   Shall respect the constitutional rights of all students;

      3.   Shall take reasonable measures to protect the health, safety, and emotional well-being of students;

      4.   Shall not use professional relationships or authority with students for personal advantage;

      5.   Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;

      6.   Shall not knowingly make false or malicious statements about students or colleagues;

      7.   Shall refrain from subjecting students to embarrassment or disparagement;

      8.   Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors, inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

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(b) **To Parents:**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;

2. Shall endeavor to understand community cultures and diverse home environments of students;

3. Shall not knowingly distort or misrepresent facts concerning educational issues;

4. Shall distinguish between personal views and the views of the employing educational agency;

5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;

6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities;

7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgement, and shall not offer any of these to obtain special advantage.

(c) **To the Education Profession**

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;

2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;

3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;

4. Shall not use coercive means or give special treatment in order to influence professional decisions;

5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications;

6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2. **Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585**

EVALUATION TIME LINE FOR NON-TENURED PERSONNEL

Step 1	**Evaluation Plan orientation for all staff**	**within thirty (30) working days of first scheduled school day**
Step 2	**Pre-Observation Conferences**	**one (1) work week or five (5) working days prior to Formative Observation**
Step 3	**Professional Growth Plan will be reviewed**	**by April 1**
Step 4	**Professional Growth Plan will be finalized for next school year**	**by April 15**
Step 5	**Professional Growth Plan for new teachers will begin with KTIP process**	**Begins and ends with the KTIP.**
Step 6	**Formative Observations, Informal Observations, and Conferences**	**August (Open School Day) through March 30**
Step 7	**Summative Observation and Final Conference for non-tenured and those on an Assistance Plan**	**by April 15**
Step 8	**Summative Evaluations and copies of KTIP Final Report submitted to Central Office**	**by May 15**

EVALUATION TIME LINE FOR TENURED PERSONNEL

Step 1	**Evaluation Plan orientation for all staff**	**within thirty (30) working days of first scheduled school day**
Step 2	**Pre-Observation Conferences**	**one (1) work week or five (5) working days prior to Formative Observation**
Step 3	**Professional Growth Plan will be reviewed**	**by April 1**
Step 4	**Professional Growth Plan will be finalized for next school year**	**by April 15**
Step 5	**Formative Observations, Informal Observations, and Conferences**	**August (Open School Day) through March 30**
Step 6	**Summative Observation and Final Conference (end of three-year cycle)**	**by April 15**
Step 7	**Summative Evaluation Reports submitted to Central Office**	**by May 15**

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GLOSSARY OF EVALUATION TERMS AND DEFINITIONS
(As applied to Kentucky's Professional Growth and Certified Personnel Evaluation Process)

Evaluation terms and definitions listed below include those presented in KRS 156.557, 704 KAR 3:345, and KRS 160.345(2)(c).

Administrator: is any person who de4votes the majority of his/her employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20. These positions are superintendent, deputy superintendent, assistant/associate superintendent, principal, assistant principal, guidance counselor, director of special education, supervisor of instruction, director of pupil personnel, dean of students, director of federally supported programs, professional development coordinator, director of district-wide services, instructional coordinator, and district assessment coordinator. Head teachers may also serve as evaluators of certified personnel based upon KAR 160.345. The administrator assumes the role of evaluator for all certified school personnel whom he/she immediately supervises.

Appeals: a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.

Conference: a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of the observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.

Corrective action plan: a plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation. Specific assistance and activities are identified and progress monitored.

Evaluatee: one whose behaviors and performances are being observed, examined, appraised, or critiqued.

Evaluation: the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based upon predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products, or performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

Evaluation committee: consists of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

Evaluation plan: includes evaluation forms and procedures. The procedures shall provide for informal observations, formative evaluation and summative evaluation components. The Kentucky Department of Education must approve both the plan and the procedures.

Evaluation procedures: as well as the evaluation forms, must be designed to foster professional growth and to support individual personnel decisions.

Evaluator: one who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified.

Formative evaluation: a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee's professional growth and performance.

Indicators: are measurable or observable behaviors and outcomes that demonstrate performance criteria.

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Informal observations: observations conducted by certified evaluator using approved "walk through" document which is included in district's certified evaluation plan. These observations will be conducted at random, for brief periods of time (ten-fifteen minutes) during any part of a class period.

Job Category: the term used it signify a group or class or positions with closely related functions such as principal, coordinator, or director.

Monitoring: to supervise; to check systematically or scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teachers' lesson plans, units of study, and interactions wit students, parents, and each other).

Observation: a process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan.

Observee: one who is observed

Observer: one who sees and reports behaviors. This is usually the primary evaluator.

Openly: with full knowledge of others (evaluatee).

Other support staff: any certified staff other than teacher or administrator.

Performance criteria: performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.

Position: a professional role in the school district such as teacher, principal, supervisor of instruction.

Primary evaluator: the evaluator who is the employee's immediate supervisor (principal, associate principal, head teacher, etc.).

Professional growth plan: a plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator are identified. The individualized plan includes objectives, a plan for achieving the objectives, and a method for evaluating success. The individual professional growth plan shall be aligned with specific goals and objectives of the school improvement plan or district improvement plan.

Post-conference: a meeting between the evaluator and the certified levels of specific job performances expected of effective certified personnel employees.

Pre-conference: a meeting between the evaluator and the certified personnel to discuss and plan the schedule, date, content, time, etc., of the observation(s).

Standards of performance: acceptable qualitative or quantitative levels of specific job performances expected of effective certified personnel employees.

Summative evaluation: the summary of, and conclusions from, all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.

Teacher: any certified staff person who directly instructs students.

Team Teaching: more than one teacher or a teacher and an instructional aide collaborate on the same instructional activity.

EVALUATOR TRAINING CRITERIA: 704 KAR 3:345

The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education. Initial approval as an evaluator shall be issued by KDE upon completion of the required evaluation training program and successful completion of training. Continued approval as an evaluator shall be contingent upon completion of a minimum of twelve (12) hours of evaluation training every two (2) years. This training can be in any one, or a combination of the following skill areas:
1. Use of local evaluation process
2. Identification of effective teaching and management practices
3. Effective observation and conferencing techniques
4. Summative evaluation techniques
5. Completion of training or update training in the KTIP or KPIP process not to exceed six hours (6) Per two (2) year cycle.

PERFORMANCE EVALUATION

Professional Growth and Evaluation is a process with all educators working cooperatively to achieve goals and objectives that enhance student learning.

The Professional Growth and Evaluation of Certified Personnel process shall include both formative and summative evaluations. **Continuing Contract (Tenured) employees shall be observed annually through ongoing observations and conferencing and the development of an individual professional growth plan. Continuing Contract (Tenured) employees shall be observed a minimum of once each year. In addition, continuing contract employees shall be observed informally using an approved "walk through" document.** Limited Contract (Non-Tenured) employees shall be observed annually through ongoing observations and conferencing and the development of an individual professional growth plan. **A minimum of two formal observations shall occur for all Limited Contract (Non-Tenured) employees with a summative evaluation occurring annually. In addition, limited contract employees shall be observed informally using an approved "walk through" document. Administrators shall be evaluated annually** through ongoing observations and conferencing with the development of an individual growth plan and summative evaluation. **Employees whose initial performance observation is unsatisfactory shall have observations more frequently at the discretion of the evaluator.**

PROCESS AND PROCEDURES

A committee comprised of three (3) teachers and (3) administrators reviewed and revised the Professional Growth and Evaluation Plan for Certified Personnel. The committee consists of three regular classroom teachers, three administrators, including the Central Office Evaluation Contact Person. This plan will be explained to and discussed with certified school personnel no later than thirty days after the first scheduled day of school.

Each certified employee below the level of superintendent shall be evaluated on the standards and performance criteria found herein by evaluators who have been trained, tested, and approved as evaluators by the Kentucky Department of Education through the initial training process. Each evaluator shall complete twelve hours of additional training every two years to continue approval as an evaluator. Evaluators shall use the forms adopted by the district and approved by the Kentucky Department of Education. The superintendent's evaluation process will be developed and adopted by the Dawson Springs Board of Education.

The employee's immediate supervisor shall be the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by the evaluator and the evaluatee. A teacher who exercises this option shall do so in writing to the evaluator by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

Monitoring and/or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The evaluation of a certified employee below the level of superintendent shall be in writing on an approved evaluation form and become a part of the official permanent record. The observations shall include documentation of information to be used in determining the performance of the evaluatee. The evaluation plan shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record. Each evaluatee shall receive a copy of the evaluation.

There shall be a minimum of two formative observations annually for each non-tenured certified employee, administrator, counselor, and tenured employee whose observation results are unsatisfactory. Prior to the classroom observation visit, the teacher and evaluator will complete a pre-observation form. A formative conference between the evaluator and the person evaluated shall occur within five (5) working days following each observation. Formative data collected during the beginning teacher internship period may be utilized in the summative evaluation of the intern. Data will be transferred to district approved forms.

The summative evaluation of the employee shall be conducted at the end of the evaluation cycle and includes all data collected during the formative phase. A summative conference will be held to discuss the performance indicated on the summative instrument. The employee shall be provided an opportunity for a written response by the evaluator and a copy of the summative instrument. A copy of the summative evaluation and the Individual Professional Growth Plan will be forwarded to the district office.

Summative evaluation shall occur a minimum of once every three-year period for each tenured teacher.

All certified staff will develop an Individual Professional Growth Plan which is aligned with the goals and missions of the school/district/council. The Individual Growth plan shall be reviewed annually to determine if it has been achieved or needs to be revised or continued. The employee has the responsibility for developing the plan with the assistance of the evaluator. The evaluation process developed for the superintendent by the Dawson Springs Board of Education shall include provisions for assistance for professional growth of the superintendent pursuant to KRS 156.111.

ALTERNATIVE/OPTIONAL DATA COLLECTION METHODS

Continuing Contract (Tenured) teachers with demonstrated satisfactory performance shall be evaluated a minimum of once each year, which may include use of alternative/optional methods of data collection in addition to the approved observation documents contained in this plan.

Section 5 of KRS 156.101 provides for evaluation procedures and forms to be designed to foster professional growth. To promote effective interpersonal communication, and collaborative skills among peers and subordinates, consideration of some alternative/optional ways of data collection may be used.

These alternative/optional methods of gathering data must be both acceptable and agreed upon by the evaluator and evaluatee to be a productive way of appraising performance.

Collaboration, peer communication, and effective interpersonal skills can be achieved by the following: peer collaboration, mentoring, support systems, flexibility to try new and creative innovations and/or assuming new roles.

Self-assessments: ratings done by evaluatee on a particular performance and discussed in a post-observation conference.

Collaborating teachers, primary teams, departmental teams, etc., may use the district's data collection instruments during observations in order to gather data for discussion.

Evaluator may choose to gather data for a formal observation by observing the team as they work together for one of the observations required by the district plan.

Evaluatee may choose to develop a professional portfolio, which might include the following:
> Transcripts, Self-Assessments, Certification, Surveys, Job History, Units Developed, Writings, Grants, Projects, Lesson Plans, Individual Professional Growth Plans and/or Technology Integration.

Evaluatee may choose to video a segment of his/her teaching performance, critique it with a colleague and share with evaluator.

*****Special Note
> Peers are involved in the growth process only, not in EVALUATION.

Instructions for Completing the Individual Professional Growth Plan

This Plan is to be completed by the employee with assistance from the immediate supervisor.

Identified School/District Improvement Plan Goal and/or Objective

704 KAR 3:345 Section 4 (2) (c) states, "The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent **aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.**

Does your growth plan goal(s) align with one of the school/district improvement goals or objectives?

1. ### Present Professional Development (PD) Stage

(Select one of the following PD stages that matches your personal stage of growth.)

        O=Orientation/Awareness   A=Preparation/Application

        I=Implementation/Management   R=Refinement/Impact

Is your growth plan individualized to meet the particular level or stage of present professional development?

2. ### Growth Goal (s) and Objective (s)

Identify the specific goal(s) and objective(s) that you plan to develop. For example: If increasing the percentage of students scoring in the proficient level in mathematics is a school improvement goal, an individual growth plan might be to incorporate measurable performance based assessment items I mathematics lessons, or to utilize computer software/technologies in mathematics instruction. It is also appropriate to review your summative evaluation for any identified professional growth needs.

es your growth plan meet your individualized goal(s) and objective(s)?

3. ### Procedures and Activities

List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example: attending specific staff development workshops; soliciting input from peer/colleague; enrolling in a seminar; collaborating with other support personnel, etc.

How will participation in the identified activities assist you in accomplishing your identified goal(s) and objective(s)?

4. ### Additional Support

List additional personnel who may be involved in any aspect of plan's accomplishment. For example: John Doe, Principal; Jane Doe, mentor; I.M. Great, resource teacher.

5. ### Expected Impact

Describe the Expected Impact in terms of improved student performance, change in practice, or completion of finished product.

6. ### Target Dates for Completion/Review

Identify the date that you plan to accomplish/review your individualized goal(s) and objective(s).

STAGES OF DEVELOPMENT RELATED TO OUTCOMES AND PROFESSIONAL DEVELOPMENT

Stages of Professional Development	Desired Practitioner Outcomes for Training	Appropriate Training Strategies & Staff Development Processes for Maximum Growth
1. **Orientation/Awareness** Stage at which practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.	• Be able to describe the general characteristics of the program and the requirements for use. • Analyze his/her role in the program based upon program characteristics and requirements and the program's demands on the user and the school • Be able to identify the knowledge/skills needed for program implementation	• Provide information on key concepts • Address personal concerns • Present exemplars and non-exemplars • Define competencies and requirements to implement program • Provide opportunities for exploration
2. **Preparation/Application** Stage at which practitioners develop the skills and processes to begin program implementation	• Develop the knowledge and skills needed for initial implementation of the program • Identify the logistical requirements, necessary resources, and training for initial use of the programs • Analyze existing resources to determine resources which need to be ordered • Organize activities, events, and resources for initial use of the program	• Model skills and processes • Simulate tasks and processes • Provide coaching and feedback • Observation of exemplary programs
Implementation/Management ge at which practitioners learn to master the required tasks for implementation of the program in their workplace	• Develop the knowledge and skills needed to organize and manage resources, activities, and events related to day-to-day use of the program • Analyze his/her use of the program with regard to problems of logistics, management, time, schedules, resources, and reactions of the student • Make appropriate adaptations and/or modifications in program needed to address local managerial and/or logistical issues • Develop a knowledge of long term requirements for the use of the program	• Mentoring • Technical Assistance • Coaching • Networking of Resources • Visitations of successful programs in operation
4. **Refinement/Impact** Stage at which practitioners vary the use of practices to achieve maximum impact on student achievement	• Analyze cognitive and affective effects of program on students • Develop immediate and long range plans which address possible needed changes in the program to enhance student outcomes	• Networking with consultants and other practitioners operating at impact stage • Regional and national sharing conferences • Serving as training facilitators to other programs

*Professional Growth Plan Stages:

        O=Orientation/Awareness   A=Preparation/Application

        I=Implementation/Management   R=Refinement/Impact

INDIVIDUAL PROFESSIONAL GROWTH PLAN

Identified School/District Improvement Plan Goal and/or Objective:

Present Professional Development Stage	Standard Number	Growth Goal(s)/Objective(s) (Individual Growth Plan must align with specific goals and objectives of school/district improvement plan.)	Procedures and Activities for Achieving Goal(s) /Objective(s)	Target Dates for Completion/ Review

Employee's
Comments:_____

_____

Supervisor's
Comments:_____

_____

Individual Growth Plan Developed:		Annual Review: Achieved Revised Continued	
Employee's Signature	Date	Employee's Signature	Date
Supervisor's Signature	Date	Supervisor's Signature	Date

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INTERN TEACHER	NEW and EXPERIENCED TEACHERS	
NON-TENURED	NON-TENURED	TENURED
less than one (1) year	one (1) through (4) years	more than (4) years
The evaluation plan shall be explained to and discussed with all certified employees no later than the end of thirty (30) days from the beginning of the first scheduled day of school.		

Formative Phase (data collection)

Initial Conference and Pre-conference(s) (prior to each observation)	Pre-conference(s) (prior to each observation)	Pre-conference(s) (prior to each observation)
1. Who observes 2. When observations are to occur 3. Where 4. Unit of study/lesson plan 5. Other exchange of information	1. Who observes 2. When observations are to occur 3. Where 4. Unit of study/lesson plan 5. Other exchange of information	1. Who observes 2. When observations are to occur 3. Where 4. Unit of study/lesson plan 5. Other exchange of information
Formative Observations	**Formative Observations**	**Formative Observations (post)**
*1. Minimum of three (3) per year when results are satisfactory. 2. Prior to each formative conference 3. Use KTIP form 4. Informal observations will be conducted in addition to formal observations. *More observations may occur when results are unsatisfactory.	*1. Minimum of two (2) per year when results are satisfactory. 2. Prior to each formative conference 3. Informal observations will be conducted in addition to formal observations. *More observations shall occur when results are unsatisfactory	*1. Minimum of one (1) conference each year when results are satisfactory. 2. Prior to each formative conference 3. Informal observations will be conducted in addition to formal observations. *More observations shall occur when results are unsatisfactory
Formative Conferences (post) *1. Minimum of three (3) per year 2. Intern/intern committee 3. Conference with intern follows observation 4. Open discussion of observation and feedback to teacher regarding performances/products 5. Discuss/establish/revise individual professional growth plan/activities 6. Written reports * More conferences may occur when observation results are unsatisfactory	**Formative Conferences (post)** *1. Minimum of two (2) per year 2. Evaluator/evaluatee 3. Within one (1) work-week following each observation 4. Open discussion of observation and feedback to teacher regarding performance/products 5. Discuss/establish/revise individual professional growth plan/activities *More conferences shall occur when observation results are unsatisfactory.	**Formative Conferences (post)** *1. Minimum of one (1) conference each year when results are satisfactory 2. Evaluator/evaluatee 3. Within one (1) work-week following each observation. 4. Open discussion of observation and feedback to teacher regarding performance/products 5. Discuss/establish/revise individual professional growth plan/activities *More conferences shall occur when observation results are unsatisfactory

Summative Phase (decision-making)

Summative Conference (post)	Summative Conference (post)	Summative Conference (post)
1. Discussion between intern and intern committee 2. One time 3. Includes all data collected 4. Held at the end of the cycle 5. Completed (written) report provided to the intern 6. Establish/revise individual professional growth plan	1. Discussion between evaluator and evaluatee 2. Once each year 3. Includes all evaluation data collected 4. Held at the end of the evaluation cycle 5. Completed (written) evaluation report to evaluatee 6. Establish/revise individual professional growth plan	1. Discussion between evaluator and evaluatee 2. Once every (3) three-year period 3. Includes all evaluation data collected 4. Held at the end of the evaluation cycle 5. Completed (written) evaluation report provided to evaluatee 6. Establish/revise individual professional growth plan
Summative Evaluation 1. One time 2. Summary/conclusions from all formal and informal evaluation data (formative and summative) 3. Written report and description	**Summative Evaluation** 1. Once each year 2. Summary/conclusions from all formal and informal evaluation data (formative and summative) 3. Written evaluation report	**Summative Evaluation** 1. Minimum of one (1) every (3) three-year period 2. Summary/conclusions from all formal and evaluation data (formative and summative) 3. Written evaluation report
District teacher personnel files shall contain: 1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle 2. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually) 3. Intern records maintained according to KTIP 704 KAR 20:690		
*Local districts may require more observations/conferences/professional growth activities than stipulated in above table. Specific timelines are designated in the local district plan and teacher internship regulation.		
Procedures used for interns are stipulated by 704 KAR 20:690 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.101.		

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR TEACHERS

The following performance evaluation standards and performance criteria are based on the Experienced Teachers Standards adopted June 1994 and revised May 1999 by the Education Professional Standards Board.

Evaluation Standards for Teachers

1. **Demonstrates Professional Leadership**
   The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.

2. **Demonstrates Knowledge of Content**
   The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

3. **Designs/Plans Instruction**
   The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4. **Creates/Maintains Learning Climate**
   The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5. **Implements/Manages Instruction**
   The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

   Assesses and Communicates Learning Results
   The teacher assesses and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

7. **Reflects/Evaluates Teaching/Learning**
   The teacher reflects on and evaluates teaching/learning.

8. **Collaborates with Colleagues/Parents/Others**
   The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

9. **Engages in Professional Development**
   The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

10. **Demonstrates Implementation of Technology**
    The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

11. **Professional Responsibility**
    The teacher meets local school district job expectations and requirements in job description.

TEACHER PRE-OBSERVATION WORKSHEET

_____   _____   _____
Teacher   Date   School

_____   _____   _____
Subject   Grade/Content Area   Period/Time

_____ Number of Students with IEP's/504's

Prior to scheduled, observation, TEACHER completes and discusses content of this form with evaluator.

1. Toward what core content are you teaching?	2. What are the lesson objectives?
3. What teaching strategies will be used?	4. What teaching/learning activities will take place?
5. How are you going to check student understanding and mastery of the lesson objectives?	6. Where are you in the unit?
7. What particular teaching behaviors do you especially want monitored?	8. Are there any special circumstances of which the evaluator should be aware?

_____   _____   _____   _____
Evaluatee Signature   Date   Evaluator Signature   Date

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CERTIFIED EVALUATION PLAN FORMATIVE OBSERVATION INSTRUMENT - EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR TEACHERS

O – Outstanding   **S – Satisfactory**   **NI – Needs Improvement**
U – Unsatisfacory   **NO – Not Observed**

TEACHER:_____   EVALUATOR:_____

DATE: _____

Standard 1: Demonstrates Professional Leadership
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.

1.1	Builds positive relationships within and between school and community.					
1.2	Promotes leadership potential in colleagues.	O	S	NI	U	NO
1.3	Participates in professional organizations and activities.	O	S	NI	U	NO
1.4	Writes and speaks effectively.	O	S	NI	U	NO
1.5	Contributes to the professional knowledge and expertise about teaching and learning.	O	S	NI	U	NO
1.6	Guides the development of curriculum and instructional materials.	O	S	NI	U	NO
1.7	Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	O	S	NI	U	NO
1.8	Initiates and develops educational projects and programs.	O	S	NI	U	NO
1.9	Practices effective listening, conflict resolution, and group-facilitation skills as a team member.	O	S	NI	U	NO

Comments_____
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ndard 2: Demonstrates Knowledge of Content
teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

2.1	Communicates a breadth of content knowledge across the discipline(s) to be taught	O	S	NI	U	NO
2.2	Communicates a current knowledge of discipline(s) taught.	O	S	NI	U	NO
2.3	Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.	O	S	NI	U	NO
2.4	Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.	O	S	NI	U	NO
2.5	Connects content knowledge to real-world applications.	O	S	NI	U	NO
2.6	Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.	O	S	NI	U	NO
2.7	Analyzes sources of factual information for accuracy.	O	S	NI	U	NO
2.8	Presents content in a manner that reflects sensitivity to a multicultural and global perspective.	O	S	NI	U	NO
2.9	Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.					

Comments_____
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Standard 3: Designs/Plans Instruction
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1	Focuses instruction on one or more of Kentucky's learning goals and academic expectations.	O	S	NI	U	NO
3.2	Develops instruction that requires students to apply knowledge, skills, and thinking process.	O	S	NI	U	NO
3.3	Integrates skills, thinking processes, and content across disciplines.	O	S	NI	U	NO
3.4	Creates and uses learning experiences that are developmentally appropriate for learners.	O	S	NI	U	NO
3.5	Creates and uses learning experiences that are developmentally appropriate for learners.	O	S	NI	U	NO
3.6	Develops and incorporates strategies that address physical, social, and cultural sensitivity to differences.	O	S	NI	U	NO
3.7	Arranges the physical classroom to support the types of teaching and learning that are to occur.	O	S	NI	U	NO
3.8	Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.	O	S	NI	U	NO
3.9	Develops and implements appropriate assessment process.	O	S	NI	U	NO
3.10	Secures and uses a variety of appropriate school and community resources to support learning.	O	S	NI	U	NO
3.11	Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.	O	S	NI	U	NO
3.12	Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.	O	S	NI	U	NO

Comments_____

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Standard 4: Creates/Maintains Learning Climate
The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

4.1	Communicates with and challenges students in a supportive manner and provides students with constructive feedback.	O	S	NI	U	NO
4.2	Maintains positive classroom interaction by establishing appropriate expectations during group activities.	O	S	NI	U	NO
4.3	Shows consistent sensitivity to individuals and responds to students objectively.	O	S	NI	U	NO
4.4	Shows flexibility and creativity in the development of classroom processes and instructional procedures.	O	S	NI	U	NO
4.5	Locates and organizes materials and equipment to create an enriched multimedia environment.	O	S	NI	U	NO
4.6	Encourages and supports individual and group inquiry.	O	S	NI	U	NO
4.7	Uses a variety of classroom management techniques that foster individual responsibility and cooperation.	O	S	NI	U	NO
4.8	Analyzes and changes the classroom to accommodate a variety of instructional strategies.	O	S	NI	U	NO
4.9	Works with colleagues to develop an effective learning climate within the school.	O	S	NI	U	NO

Comments_____

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Standard 5: Implements/Manages Instruction
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

.	Communicates specific goals and high expectations for learning.	O	S	NI	U	NO
5.2	Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.	O	S	NI	U	NO
5.3	Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.	O	S	NI	U	NO
5.4	Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.	O	S	NI	U	NO
5.5	Provides opportunities for students to increase their knowledge of cultural similarities and differences.	O	S	NI	U	NO
5.6	Stimulates students to reflect on their own ideas and those of others.	O	S	NI	U	NO
5.7	Uses appropriate questioning strategies to help students solve problems and think critically.	O	S	NI	U	NO
5.8	Manages student examination of social issues relative to course content, possible responses, and associated consequences.	O	S	NI	U	NO
5.9	Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.	O	S	NI	U	NO
5.10	Presents differing viewpoints when integrative knowledge and experiences across disciplines.	O	S	NI	U	NO
5.11	Makes effective use of media and technologies.	O	S	NI	U	NO
5.12	Makes efficient use of physical and human resources and time.	O	S	NI	U	NO
5.13	Provides opportunities for students to use and practice what is learned.	O	S	NI	U	NO
5.14	Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.	O	S	NI	U	NO

Comments _____

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___ndard 6: Assesses and Communicates Learning Results
The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

6.1	Selects and uses appropriate assessments.	O	S	NI	U	NO
6.2	makes appropriate provisions for assessment processes and address social, cultural, and physical diversity.	O	S	NI	U	NO
6.3	Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.	O	S	NI	U	NO
6.4	Provides opportunities for students to assess and improve their performance based on prior assessment results.	O	S	NI	U	NO
6.5	Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.	O	S	NI	U	NO.
6.6	Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.	O	S	NI	U	NO

Comments _____

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Standard 7: Reflects/Evaluates Teaching/Learning
The teacher reflects on and evaluates teaching/learning.

7 1	Assesses and analyzes the effectiveness of instruction.	O	S	NI	U	NO
	Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.	O	S	NI	U	NO
7.3	Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.	O	S	NI	U	NO

Comments _____

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Standard 8: Collaborates with Colleagues/Parents/Others
The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1	Initiates collaboration wit others and create situations where collaboration with others will enhance student learning.	O	S	NI	U	NO
8.2	Discusses with parents, students and others the purpose and scope of the collaborative effort.	O	S	NI	U	NO
8.3	Articulates expectations for each collaborative event, e.g., time lines and responsibilities.	O	S	NI	U	NO
8.4	Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.	O	S	NI	U	NO
8.5	Secures and makes use of school and community resources that present differing viewpoints.	O	S	NI	U	NO
8.6	Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.	O	S	NI	U	NO
8.7	Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.	O	S	NI	U	NO
	Analyzes previous collaborative experiences to improve future experiences.	O	S	NI	U	NO
	Assesses students' special needs and collaborates with school services and community agencies to meet those needs.	O	S	NI	U	NO

Comments _____

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Standard 9: Engages in Professional Development
The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

9.1	Establishes priorities for professional growth.	O	S	NI	U	NO
9.2	Analyzes student performance to help identify professional development needs.	O	S	NI	U	NO
9.3	Solicits input from others I the creation of individual professional development plans.	O	S	NI	U	NO
9.4	Applies to instruction the knowledge, skills, and processes acquired through professional development.	O	S	NI	U	NO
9.5	Modifies own professional development plan to improve instructional performance and to promote student learning.	O	S	NI	U	NO

Comments _____

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20

Standard 10: Demonstrates Implementation of Technology
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

		O	S	NI	U	NO
	Operate a multimedia computer and peripherals to install and use a variety of software.	O	S	NI	U	NO
10.2	Uses terminology related to computers and technology appropriately in written and verbal communication.	O	S	NI	U	NO
10.3	Demonstrates knowledge of the use of technology in business, industry, and society.	O	S	NI	U	NO
10.4	Demonstrates basic knowledge of computer/peripheral parts and attends t simple connections and installations.	O	S	NI	U	NO
10.5	Creates multimedia presentations using scanners, digital cameras, and video cameras.	O	S	NI	U	NO
10.6	Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.	O	S	NI	U	NO
10.7	Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.	O	S	NI	U	NO
10.8	Requests and uses appropriate assistive and adaptive devices for students with special needs.	O	S	NI	U	NO
10.9	Designs lessons that use technology to address diverse student needs and learning styles.	O	S	NI	U	NO
10.10	Practices equitable and legal use of computer and technology and professional activities.	O	S	NI	U	NO
10.11	Facilitates the lifelong learning of self and others through the use of technology.	O	S	NI	U	NO
10.12	Explores, uses, and evaluates technology resources: software applications, and related documentation.	O	S	NI	U	NO
10.13	Applies research-based instructional practices that use computers and other technology.	O	S	NI	U	NO
10.14	Uses computers and other technology for individual, small group, and large group learning activities.	O	S	NI	U	NO
15	Uses technology to support multiple assessments of student learning.	O	S	NI	U	NO
.6	Instructs and supervises students in the ethical and legal use of technology.	O	S	NI	U	NO

Comments _____

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Standard 11: Professional Responsibility
The teacher meets local school district job expectations and requirements in job description.

11.1	Follows proper channels to address issues and problems.	O	S	NI	U	NO
11.2	Meets assigned time frames as stipulated.	O	S	NI	U	NO
11.3	Serves on various school/district committees.	O	S	NI	U	NO
11.4	Follows school/district policies and procedures including employee time and attendance.	O	S	NI	U	NO
11.5	Performs other (out-of-class) duties consistent with contract/job expectations.	O	S	NI	U	NO
11.6	Adheres to the state professional Code of Ethics.	O	S	NI	U	NO
11.7	Demonstrates punctuality and good attendance for all duties.	O	S	NI	U	NO
11.8	Adheres to school board policies and administrative procedures.	O	S	NI	U	NO

Comments _____

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Individual Professional Growth Plan (standard for focus) **Standard #**_____

This observation was discussed in a conference between the evaluator and evaluatee on _____.

<div style="text-align:right">Date</div>

_____   _____
Evaluatee's Signature   Evaluator's Signature

Evaluatee Comments:

_____
_____
_____
_____
_____

SUMMATIVE EVALUATION FOR TEACHERS
_____TENURED   _____NON-TENURED

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee_____   Grade/Content Area_____

Evaluator_____   Position_____

School_____

Date(s) of Observation(s) 1st_____   2nd_____   3rd_____   4th_____

Date(s) of Conference(s) 1st_____   2nd_____   3rd_____   4th_____

RATINGS

Teacher Standards:	Meets	Does Not Meet
1. Demonstrates Professional Leadership		
2. Demonstrates Knowledge of Content		
3. Designs/Plans Instruction		
4. Creates/Maintains Learning Climate		
5. Implements/Manages Instruction		
6. Assesses and Communicates Learning Results		
7. Reflects/Evaluates Teaching/Learning		
8. Collaborates with Colleagues/Parents/Others		
9. Engages in Professional Development		
10. Demonstrates Implementation of Technology		
11. Professional Responsibility		
Overall Rating		

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1._____ 2._____ 3._____ 4._____ 5._____ 6._____ 7._____ 8._____ 9._____ 10._____ 11._____

Evaluatee's Comments: _____

_____

_____

Evaluator's Comments: _____

_____

_____

TO BE SIGNED AFTER ALL INFORMATION ABOVE HAS BEEN COMPLETED/DISCUSSED:

Evaluatee: _____Agree with this summative evaluation
            _____Disagree with this summative evaluation   Signature   Date

Evaluator: Signature   Date

Opportunities for appeal process at the local and state levels are part of the district evaluation plan.

Employment Recommendation to Central Office: _____Met Standards _____Does Not Meet Standards

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345; Sections 7, 8, 9 and the local district plan.

An overall rating of "Does Not Meet" requires the development of an Individual Corrective Action Plan.

Evidence/Data
Teacher Standards

Standard 1: Demonstrates Professional Leadership: The teacher provides professional leadership within the school, community and education profession to improve student learning and well being.

1.1 Build positive relationships within and between school and community. Letters, notes, email messages to/from parents, community members, community groups Class newsletters Audio tapes/videotapes of messages sent/received Premier agenda Home/school notebooks Email alert on weather closings School notes.com	**1.2 Promotes leadership potential in colleagues** Mentoring of colleagues Participation in State and National professional organizations, cadres and academies Recommendations of colleagues for emerging leadership opportunities Encouragement of professional reading
1.3 Participates in professional organizations and activities Membership cards and plaques Copies of travel reimbursement forms with activities identified Certificates of attendance or EILA credit Sharing of new learning with other colleagues	**1.4 Writes and speaks effectively** Letters, class newsletters, articles, monographs and other publications Audio tapes, videotapes of lessons, presentations
1.5 Contributes to the professional knowledge and expertise about teaching and learning Copies of presentations with handouts constructed Minutes of committee meetings Audio tapes/videotapes of teaching/learning	**1.6 Guides the development of curriculum and instructional materials** Lesson plans, unit plans Curriculum maps Instructional materials
1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities Attendance rosters Copies of policies developed/adopted Minutes of meetings	**1.8 Initiates and develops educational projects and programs** Written summary of project Actual project Outline of program Letters, memoranda detailing initiation of project/program
1.9 Practices effective listening, conflict resolution and group facilitation skills as a team member Notes from conferences Letters, notes, email from participants acknowledging their skills Commendations from peers, parents, students and administrators Memoranda recording examples	**1.10 Demonstrates punctuality and good attendance for all duties** Sign in sheets with signature and times Evaluation forms signed by administrator or leader Absence of letters, notes, email documenting lack of punctuality or poor attendance
1.11 Adheres to school board policies and administrative procedures Letters, notes email identifying policies/procedures followed Absence of letters, notes, email documenting failure to adhere Records corresponding to specific items in the policies/procedures	**1.12 Adheres to the state professional Code of Ethics** Absence of letter, notes, emails documenting failure to adhere Records corresponding to specific items in the Code of Ethics

Standard 2: Demonstrates Knowledge of Content: The teacher demonstrates content knowledge within own discipline(s) and in applications(s) to other disciplines.

2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught Lesson plans, unit plans, curriculum maps, copies of presentations, lecture notes Overhead transparencies Power point presentations	**2.2 Communicates a current knowledge of discipline(s) taught** Copies or summaries of current articles in professional publications Copies of summaries of current books, workbooks used in teaching
2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines Demonstrates during formal and informal observations multi-disciplinary, interdisciplinary and/or cross-disciplinary content delivery	**2.4 Demonstrates a general knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles** Lesson plans showing use of age-appropriate and developmentally appropriate materials Use of multiple learning styles, instructional strategies for all ability levels Demonstrates during formal and informal observations strategies appropriate to the identified ability level of the students observed
2.5 Connects content knowledge to real-world applications Lesson plans showing real-world applications Hands-on activities, projects, learning demonstrations by students Learning applied outside the school context	**2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught** Lesson plans Instructional materials
2.7 Analyzes sources of factual information for accuracy Notes or reviews of textbooks and other documents that identify inaccuracies Letters, memoranda explaining flaws in accuracy	**2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective** Identifies and explains multicultural and global perspectives during formative observation visit Instructional materials reflect multicultural/global perspectives
2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction Lesson plans, unit plans Curriculum maps with annotated evidence Minutes of planning meeting Projects, work samples produced from collaborative efforts	

Standard 3; Designs/Plans Instruction: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations Lesson plans with learning goals and academic expectations clearly identified Pre-observation form Pre/Post conference	**3.2 Develops instruction that requires students to apply knowledge, skills and thinking processes** Assessments Student products/work/performance Student work samples demonstrating application Activities, products with student explanations of processes and concepts, skill and critical thinking
3.3 Integrates skills, thinking processes and content across discipline(s) Teacher designed assessments Student products/work samples Lesson plans, units of study & curriculum maps	**3.4 Creates and utilizes leaning experiences that challenge, motivate and actively involve the learner** Audio-tapes, videotapes of learning experiences Formal and informal observations Feedback from students regarding motivation and active involvement in learning
3.5 Creates and utilizes learning experiences that are developmentally appropriate for learners Lesson plans with learning goals and academic expectations clearly identified Formal and informal observations	**3.6 Develops and incorporates strategies that address physical, social and cultural differences and that show sensitivity to differences** Lesson plans with learning goals and academic expectations clearly identified Formal and informal observations
3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur seating charts for specific activities Notes in lesson plans addressing room arrangement Formal and informal observations Videotape of lesson	**3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment** Lesson plans that identify integration of technology Student work product demonstrating the use of technology
3.9 Develops and implements appropriate assessment processes Assessment files that include teacher-made, commercial assessments Evidence of multiple assessments Evidence of authentic assessment activities (real world writing)	**3.10 Secures and uses a variety of appropriate school and community resources to support learning** Lesson plan that identify school and community resources Literature, publications provided by the school and community Guest speakers Field trips that support learning
3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful and creative Formal and informal observations Description of activities Photographs of learning experiences Audio-tapes or videotapes of activities Student work/product/performance samples	**3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges** Diaries/journals or reflection Internship portfolio with reflection pieces Written reflections on lesson plans

Standard 4: Creates/Maintains Learning Climate: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback Written communication to students and/or parents Evaluator inclusion in disciplinary conferences Formal and informal classroom observations Classroom rules posted and consistently followed	**4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities** Classroom rules posted and consistently followed Written rule and procedures given to students and parents Written communication to parents outlining expectations and keeping parents aware of behavior
4.3 Shows consistent sensitivity to individual and responds to students objectively Written disciplinary referrals and notes about referrals Disciplinary conferences involving administrator/evaluator Absence of complaints about lack of objectivity	**4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures** Demonstrates flexibility in handling disciplinary process Letters, notes, email to parents showing flexibility, creativity Written disciplinary plan Classroom rules and procedures consistently followed
4.5 Locates and organizes materials and equipment to create an enriched multimedia environment Lesson plans with identified use of materials and equipment Videotape of multimedia use Products or presentations in multimedia format	**4.6 Encourages and supports individual and group inquiry** Lesson plans identifying individual or group inquiry Activities, materials used in inquiry Rituals, routines and structures observed both formally and informally
4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation Evidence of discipline plan enforced Teacher list of various management techniques Certificates of training in classroom management Audio-tape or videotape classroom interaction during instruction	**4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies** Lesson plans identifying accommodations Materials using a variety of instructional strategies Teacher inventory of personal instructional strategies Formal and informal classroom observations
4.9 Works with colleagues to develop an effective learning climate in the school Committee membership Minutes from committee meetings	

Standard 5: Implements/manages Instruction: The teacher introduces/implements/ Manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

5.1 Communicates specific goals and high expectations for learning Class syllabus Lesson plans with specific goals and clear expectations Wall charts outlining goals and expectations Letters, notes, email to parents/students regarding high expectations Rubrics, assessments with specific goals and high expectations	**5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles** Marks lesson plans in retrospect to show linkages to prior learning Uses career planning to identify student aspirations
5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned Proficient samples and models provided for students prior to assignment Examples and non-examples cited specifically Handouts, lesson guides	**5.4 Uses and develops multiple teaching/learning strategies that are appropriate to students** List of instructional items in personal repertoire Artifacts used in strategies Audio-tapes/videotapes of strategies in action
5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences Lesson plans Unit plans Curriculum maps	**5.6 Stimulates students to reflect on their own ideas and those of others** Journals Diaries Student learning logs
5.7 Uses appropriate questioning strategies to help students solve problems and think critically List of questioning strategies Audio-tapes/videotape of questioning Higher order thinking skills inventory (Bloom's taxonomy)	**5.8 Manages student examination of social issues relative to course content, possible responses and associated consequence** Facilitates class or group discussions Uses Paideia seminar
5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction Positive interaction during observation Notes, written reflections on success with students Audio-tapes/videotapes of instruction and facilitation	**5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines** Lesson plans with multiple viewpoints addressed Audio-tapes/videotapes of presentation of viewpoints Handouts reflecting multiple viewpoints
5.11 Makes effective use of media and techniques Demonstrated use of media and technology Lesson plan or log of activities using media/technology	**5.12 Makes efficient use of physical and human resources and time** Time flowchart Scripting from evaluator or observer Implementation and Impact reports
5.13 Provides opportunities for students to use and practice what is learned Evidence of independent practice Evidence of guided practice	**5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations** Marker papers in use Student work samples with meaningful feedback Notes from conferences with students/parents Weekly progress reports ESS referrals and additional assistance Agenda book notes to parents/students

Standard 6: *Assess and Communicates Learning Results: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

6.1 Selects and uses appropriate assessments Teacher file of assessments with rubric/scoring guides STAR assessments Think-Link assessments Accelerated Reader Tests	**6.2 Makes appropriate provisions for assessment processes that address social, cultural and physical diversity** IEPs with accommodations Adaptations needed for physical limitations
6.3 Assess student performance using the established criteria and scoring guides consistent with Kentucky's assessment program Copies of criteria Copies of scoring guides and rubrics Copies of authentic assessments Grade correlations between classroom and CATS	**6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results** ESS referrals Notes of conferences with student/parents regarding assessment results Written plan to improve performance Multiple assessments showing development of skills and improvement in learning
6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate STI reports KPR analysis with grade level/content area plans CSIP and CDIP committee reports Student work analysis with class profiles	**6.6 Communicates expectations, criteria for assessment, student progress and student strengths and weaknesses to parents and students** Letters, notes, email to students and parents Dated progress reports Individual education plans

Standard 7: *Reflects/Evaluates Teaching/Learning: The teacher reflects on and evaluates teaching and learning.*

7.1 Assesses and analyzes the effectiveness of instruction Reviews grading period results Calculates percentage of students at each grade category Identifies learning needs of sub-populations Reviews test areas, concepts and skills where students performed poorly Written reflections, journal entries and self-reflection on practice Accepts responsibility for student success and failure	**7.2 Makes appropriate changes to instruction based upon feedback, reflection and assessment results** Copies of redesigned assessments due to reflection showing a problem Annotated lesson plans marking changes as a result of feedback, reflection
7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments CDIP committee reports Curriculum/instruction committee reports Written recommendation with rationale	

Standard 8: Collaborates with Colleagues/Parents/Others: The teacher collaborates with colleagues, parents and other agencies to design, implement and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning Letters, notes, email showing initiation of collaboration Any written evidence of collaboration	**8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort** Written description of collaborative effort Copy of IEP and/or SBARC conference summary with confidential information deleted Notes from discussions with students and others
8.3 Articulates expectations for each collaborative event (e.g., time lines and responsibilities) Written time lines for collaboration (e.g., KTIP cycles, unit planning cycle, CSIP review) Written outline of expectations	**8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g. issue and conflict resolution** Written agreements with signatures showing a collaborative venture Notes of meetings Committee reports
8.5 Secures and makes use of school and community resources that present differing viewpoints Copies of forms used to request and/or obtain resources	**8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds** Notes, written reflections of responses to differences
8.7 Invites colleagues, parents, community representatives and others to help design and implement collaborative instructional projects Letters, notes, email to colleagues, parents, representatives outlining a collaborative project Copies of letters of responses to initiatives	**8.8 Analyzes previous collaborative experiences to improve future experiences** Notes, memoranda, written reflections on previous experiences Team meeting minutes Vertical alignment committee meeting minutes/reports
8.9 Analyzes students' special needs and collaborates with school services and community agencies to meet those needs Copies of plans developed to meet needs Copies of letters requesting services or assistance from agencies Copies of responses from school personnel or community agencies	

Standard 9: Engages in Professional Development: The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

9.1 Establishes priorities for professional growth Written IPGP with current dates, activities, conferences, observations, goals & strategies Copies of needs assessment	**9.2 Analyzes student performance to help identify professional development needs** Copies of analysis used to identify needs Written rationale for identifying needs
9.3 Solicits input from others in the creation of IPGP Formative evaluation data Summative evaluation documents Letters, notes, email from colleagues identifying possible PD	**9.4 Applies to instruction the knowledge, skills and processes acquired through professional development** Annotated lesson plans showing implementation/application of knowledge, skills gained from PD experiences
9.5 Modifies own professional development plan to improve instructional performance and to promote student learning Updated IPGP Updated Personal Professional Development Plan	

Standard 10: Demonstrates Implementation of Technology: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents and the community and conduct research.

***10.*1 Operates a multimedia computer and peripherals to install and use a variety of software** Lesson plan annotation for use of technology Documents created Informal and formal observations	**10.2 Uses terminology related to computers and technology appropriately in written and verbal communication** Products Creations
10.3 Demonstrates knowledge of the use of technology in business, industry and society Products	**10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connection and installations** Verification from Technology Coordinator of proficiency

10.5 Creates multimedia presentations using scanners, digital cameras and video cameras Copies of presentations with written description of equipment used	**10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction** Work products
10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing and other distance learning applications to enhance professional productivity and support instruction Logs Lesson plans annotated	**10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs** Copies of written requests for devices Work samples from students using devices
10.9 Designs lessons that use technology to address diverse student needs and learning styles Lesson plans	**10.10 Practices equitable and legal use of computers and technology in professional activities** Signed and updated Acceptable Use Policy
10.11 Facilitates the lifelong learning of self and others through the use of technology Lesson plans Curriculum maps Unit plans	**10.12 Explores, uses and evaluates technology resources; software, applications and related documentation** Written inventory of software evaluated and used Verification from Technology Coordinator
10.13 Applies research-based instructional practices that use computers and other technology Lesson plans reflecting research-based strategies Work products in technology formats	**10.14 Uses computers and other technology for individual, small group and large group learning activities** Sample of learning activities
10.15 Uses technology to support multiple assessments of student learning Samples of assessment	**10.16 Instructs and supervises students in the ethical and legal use of technology** Lesson plans Handouts Student signed contracts on proper use

SCHOOL LIBRARY MEDIA SPECIALIST
PERFORMANCE ASSESSMENT INSTRUMENT

_____   _____
Employee's Name   School

_____   _____
Evaluator's Name   Date Completed

Instructions: For each demonstrator on the following pages for Standards 1 through 4, circle the appropriate letter(s) that best describe the employee's performance for that item. Space is provided at the end of each standard for supporting evidence and comments.

Explanation of the Scale:

O—Outstanding	S—Satisfactory
NI—Needs Improvement	U—Unsatisfactory
NO—Not Observed/Not Applicable	

Improvement/Growth Plan:

An improvement plan may be required for each demonstrator rated Unsatisfactory. A growth plan may be required including each demonstrator rated Needs Improvement. Such plans would be evaluated in accordance with local school district policies and procedures.

OBSERVATIONS		
OBSERVATION DATES	**OBSERVATION LENGTH**	**OBSERVER'S SIGNATURE**

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with this report.

_____   _____
Employee's Signature   Date

I have discussed the content of this report with the employee.

_____   _____
Evaluator's Signature   Date

NAME:_____ DATE:_____

EVALUATOR:_____

EVALUATION STANDARDS FOR LIBRARY MEDIA SPECIALIST

O – Outstanding   **S – Satisfactory**   **NI – Needs Improvement**
U – Unsatisfactory   **NO – Not Observed**

Standard 1: Demonstrates proficiency in the management and administration of the library.

1.1	Plans long-range goals of the library media center program with faculty, administration, and students.	O	S	NI	U	NO
1.2	Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the library media center program.	O	S	NI	U	NO
1.3	Administers the budget according to the goals and objectives of the program.	O	S	NI	U	NO
1.4	Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.	O	S	NI	U	NO
1.5	Develops library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright, and technology.	O	S	NI	U	NO
1.6	Administers a library media program that utilizes flexible access.	O	S	NI	U	NO
1.7	Develops plans for maintaining a technologically current facility and program.	O	S	NI	U	NO
1.8	Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as AARC2 (Angle American Cataloging Rules), latest edition Dewey or Library of Congress, MARC format.	O	S	NI	U	NO
1.9	Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.	O	S	NI	U	NO
1.10	Evaluates programs, services, facilities, and materials informally and formally on a continuous basis—identifying strengths and weaknesses.	O	S	NI	U	NO
1.11	Organizes and maintains the library media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty.	O	S	NI	U	NO
1.12	Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.	O	S	NI	U	NO
1.13	Is responsible for the proper use of the facility, materials, and equipment.	O	S	NI	U	NO
1.14	May plan and/or participate in special projects or proposals, e.g., book fairs.	O	S	NI	U	NO
1.15	Trains and supervises library media center clerical staff, volunteers, and student helpers.	O	S	NI	U	NO
1.16	Demonstrates punctuality and good attendance for all duties.	O	S	NI	U	NO
1.17	Adheres to school board policies and administrative procedures.	O	S	NI	U	NO
1.18	Adheres to the state Professional Code of Ethics	O	S	NI	U	NO

Supporting Evidence/Comments for Standard One:_____

_____

_____

Standard 2:   **Provides exemplary resources through collection development.**

2.1	Follows the district approved selection policy which includes a procedure for the reconsideration of materials.	O	S	NI	U	NO
2.2	Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.	O	S	NI	U	NO
2.3	Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.	O	S	NI	U	NO
2.4	Maintains a professional collection.	O	S	NI	U	NO
2.5	Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.	O	S	NI	U	NO
2.6	Keeps a card or automated catalog current.	O	S	NI	U	NO
2.7	Maintains statistical records and shelf list needed to verify collection of the library media center holdings.	O	S	NI	U	NO
2.8	Makes general repairs, weeds collection, and takes annual inventory.	O	S	NI	U	NO

Supporting Evidence/Comments for Standard 2:_____

_____

_____

Standard 3:   **Provides effective library media services.**

3.1	Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.	O	S	NI	U	NO
3.2	Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.	O	S	NI	U	NO
3.3	Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.	O	S	NI	U	NO
3.4	Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.	O	S	NI	U	NO
3.5	Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.	O	S	NI	U	NO
3.6	Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.	O	S	NI	U	NO
3.7	Assists faculty in the selection of materials to supplement instruction.	O	S	NI	U	NO
3.8	Establishes positive rapport with staff and students.	O	S	NI	U	NO
3.9	Makes the library media center and its resources accessible to students and faculty.	O	S	NI	U	NO
3.10	Provides orientation for new faculty and students.	O	S	NI	U	NO
3.11	Maintains effective communication with staff and students, e.g., informs faculty and students of new acquisitions and services.	O	S	NI	U	NO
3.12	Facilitates the circulation of materials among schools in the district or with other agencies.	O	S	NI	U	NO
3.13	Is available as a personal resource for all students and faculty.	O	S	NI	U	NO
3.14	Provides the resources and promotes recreational reading for the community.	O	S	NI	U	NO

Supporting Evidence/Comments for Standard 3_____

_____

_____

.. MEDIA SPECIALIST EVALUATION STANDARDS (continued)

Standard 4:   **Enables students to become effective information users.**

4.1	Plans and implements a library media center program of library information literacy in collaboration with classroom teachers for the achievement of the goals of educational reform and the academic expectations.	O	S	NI	U	NO
4.2	Informally evaluates individual and group needs and provides appropriate learning experiences.	O	S	NI	U	NO
4.3	Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.	O	S	NI	U	NO
4.4	Provides for independent and cooperative group learning.	O	S	NI	U	NO
4.5	Guides students in the selection of appropriate resources.	O	S	NI	U	NO
4.6	Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.	O	S	NI	U	NO
4.7	Promotes appreciation of various forms of literature emphasizing the highest quality.	O	S	NI	U	NO
4.8	Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communications.	O	S	NI	U	NO
4.9	Incorporates the use of technology in accessing information.	O	S	NI	U	NO
4.10	Assists students in the use of multi-media for completed projects.	O	S	NI	U	NO

Supporting Evidence/Comments for Standard 4:_____

_____

_____

SUMMATIVE EVALUATION FOR LIBRARY MEDIA SPECIALISTS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee_____ Grade/Content Area_____

Evaluator_____ Position_____

School_____

Date(s) of Conferences: 1st_____ 2nd_____ 3rd_____ 4th_____

Date(s) of Observations:1st_____ 2nd_____ 3rd_____ 4th_____

Teacher Standards:	Meets	Does Not Meet	Growth Needed
1. Demonstrates proficiency in the management and administration of the library	_____	_____	_____
2. Provides exemplary resources through collection development	_____	_____	_____
3. Provides effective library media services	_____	_____	_____
4. Enables students to become effective information users.	_____	_____	_____
Overall Rating	_____	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:
1._____ 2._____ 3._____ 4._____

Evaluatee's Comments:

_____
_____
_____
_____
_____

Evaluator's Comment:

_____
_____
_____
_____

To be signed after all information above has been completed and discussed.

Evaluatee:_____ Agree with this summative evaluation
_____ Disagree with this summative evaluation
Evaluatee Signature:_____ Date:_____

Evaluator Signature:_____ Date:_____

Employment Recommendation to Central Office:

_____ Meets teacher standards for re-employment

_____ Does not meet standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frame mandated in 704 KAR 3:345 Section 7,8,9 and the local district plan.

COUNSELORS
EVALUATION STANDARDS AND PERFORMANCE CRITERIA

Standard 1: Program Management, Research, and Evaluation
The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling. This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.

1.1   Builds positive relationships within and between school and community.
1.2   Define needs and priorities.
1.3   Determine objectives.
1.4   Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.
1.5   Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
1.6   Evaluate the program to assure its contribution to the school's mission and goals.
1.7   Use information systems and technology.

Standard 2: Developmental Guidance Curriculum
The school counselor provides a developmental, preventive guidance program to all students within the school. This proactive program promotes the mental health necessary for academic success, self sufficiency and responsible group membership.

2.1   Assess the developmental need of students.
2.2   Address academic expectations and school-to-work initiatives.
2.3   Prepare students for successful transitions.
2.4   Evaluate the results of the curriculum's impact.
2.5   Modify the curriculum as needed to continually meet the needs of students.
2.6   Guide individuals and groups of students through the development of educational and career plans.
2.7   Provide guidance for maximizing personal growth and development.
2.8   Teach the school developmental guidance curriculum.
2.9   Assist teachers in the teaching of the guidance curriculum.

Standard 3: Individual/Small Group Counseling
The school counselor uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

3.1   Provide a safe, confidential setting in which students present their needs and concerns.
3.2   Promote wellness.
3.3   Respond to crisis.
3.4   Communicate empathy and understanding.
3.5   Utilize a broad range of techniques and accepted theories appropriate to school counseling.
3.6   Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
3.7   Intervene in problem/conflict situations and conduct follow-up sessions.
3.8   Respect and nurture the uniqueness of each student.
3.9   Mediate classroom and student conflict.
3.10   Empower students to develop and use their resources.

Standard 4: Consultation/Collaboration
The school counselor functions in a cooperative process to assist others to effectively meet the needs of students. Through consultation the school counselor advocates for students.

4.1   Consult with parents, faculty, staff, administrators, and others to enhance their work with students.
4.2   Interpret relevant information concerning the developmental needs of students.
4.3   Reduce barriers to student learning through direct referred services.

4.4	Facilitate new student integration into the school environment.
4.5	Work with teachers to provide support for students in a crisis situation.
4.6	Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.
4.7	Facilitate successful communication between and among teachers, parents, and students.
4.8	Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.
4.9	Consult with external community and professional resources.

Standard 5: Coordination

The school counselor functions as a coordinator in bringing together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students.

5.1	Coordinate with school and community personnel, including school councils, to provide resources for students.
5.2	Use an effective referral process for assisting students and others to use special programs and services.
5.3	Identify community agencies for referral of students.
5.4	Maintain cooperative working relationships with community resources.
5.5	Facilitate successful transition from one level of education to the next, (i.e. elementary to middle.)

Standard 6: Assessment

The school counselor collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitudes, achievements, and interests.

6.1	Participate in the planning and evaluation of the district/school testing program.
6.2	Assess, interpret and communicate learning results to students, faculty, parents and community with respect to aptitude, achievement, interests, temperaments and learning styles.
6.3	Collaborate with staff concerning assessment of special needs students.
6.4	Use assessment results and other sources of student data in formulating student career/graduation plans.
6.5	Coordinate student records to ensure the confidentiality of assessment data.
6.6	Provide orientation sessions for faculty, students, and parents regarding the assessment program.

Standard 7: Adheres to Professional Standards

The school counselor is a professional who acts within legal and ethical guidelines to accomplish educational purposes.

7.1	Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.
7.2	Adhere to federal/state laws and regulations related to education and child protection.
7.3	Be responsible for on-going professional development.
7.4	Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
7.5	Be knowledgeable of the position statements of the American School Counselor Association.
7.6	Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.
7.7	Demonstrates punctuality and good attendance for all duties.
7.8	Adheres to school board policies and administrative procedures.
7.9	Adheres to state professional Code of Ethics.

Formative Evaluation Forms for Counselors

Observee:_____

Observer:_____   **Position**_____

Date:_____   **School**_____

MS-Meets Standards (Consistent evidence in standard descriptors)   IN-Improvement Needed (Infrequent evidence of standard descriptors)

NS--Not Satisfactory (Standard descriptors are not evident)

Standard 1: Program Management, Research, and Evaluation

The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling. This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 2: Developmental Guidance Curriculum

The school counselor provides a developmental, preventive guidance program to all students within the school.   This proactive program promotes the mental health necessary for academic success, self-sufficiency and responsible group membership.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 3: Individual/Small Group Counseling

The school counselor uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 4: Consultation/Collaboration

The school counselor functions in a cooperative process to assist others to effectively meet the needs of students. Through consultation the school counselor advocates for students.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 5: Coordination

The school counselor functions as a coordinator in bringing together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 6: Assessment

The school counselor collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, apitudes, achievements, and interests.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

Standard 7: Adheres to Professional Standards

The school counselor is a professional who acts within legal and ethical guidelines to accomplish educational purposes.

☐ Meets Standards

☐ Improvement Needed

☐ Not Satisfactory

_____ Counselor requests additional observation

_____
Observer Signature and Date

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_____
Observee Signature and Date

SUMMATIVE EVALUATION FOR COUNSELORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School_____

Date(s) of Conferences   1st _____   2nd _____   3rd _____   4th _____

Date(s) of Observation(s) 1st _____   2nd _____   3rd _____   4th _____

Ratings:

Teacher Standards:	Meets	Does Not Meet	Growth Needed
1. Program, Management, Research, and Evaluation	_____	_____	_____
2. Developmental Guidance Curriculum	_____	_____	_____
3. Individual/Small Group Counseling	_____	_____	_____
4.Consultation/Collaboration	_____	_____	_____
5. Coordination	_____	_____	_____
6. Assessment	_____	_____	_____
7. Adheres to Professional Standards	_____	_____	_____
Overall Rating	_____	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

Evaluatee's Comments: _____
_____
_____
_____

Evaluator's Comments:
_____
_____
_____
_____

To be signed after all information above has been completed and discussed:
Evaluatee: ___ Agree with this summative evaluation _____
           ___ Disagree with this summative evaluation   Signature   Date

Evaluator: _____
                                          Signature   Date

Opportunities for appeal process at both the local and state levels are a part of _____
District evaluation plan.

Employment Recommendation to Central Office:

_____ Meets teacher standards for re-employment

_____ Does not meet standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Section 7,8,9 and local district plan.

WALK-THROUGH OBSERVATION PROCESS

The classroom walk-through has been identified as an effective structure to guide classroom visits and follow-up reflection. The purpose of this strategy is to provide coaching and opportunities for reflective thinking by the teacher and administrator. Reflective thinking about one's practice has been found to be one of the most effective change strategies. Follow-up reflection provides a process for communication between the instructional leader and the teacher.

WALK-THROUGH SCHEDULE

Tenured Staff – Two walk-through observations per school year.
Non-tenured Staff – Three walk-through observations per school year. .

First Walk-Through – To be conducted by **Oct. 1st.** (First 15 minutes of class.) (Use Lesson "Look For"
                Form.)
Second Walk-Through – To be conducted by **December 15th.** (Middle 15 minutes of class.)
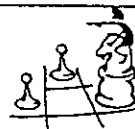   (Use Walk-Through Observation Form)

Third Walk-Through – To be conducted by **March 15th.** (Last 15 minutes of class.)
                (Use Walk-Through Observation Form)

Special Notation: Walk-Through Observations are not to be conducted on the same day as a formative evaluation.

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And Class Begins.....
Teacher Observation Form
(The First 15 Minutes of the Lesson Cycle)

	Lesson "Look-fors"
	Greets students at door and makes eye contact with _each_ student.
	Is ready to teach
	Engages students in 90 seconds

	Provides bell work or sponge activity
	     Attendance in silence
	     Assignment board or log
	     Turn in box
	     Handout box
	     Seating chart

	Gains attention and focus of entire class
	Reviews (makes connections to prior learning & present learning)
	Introduces lesson

	Provides essential question(s) (Indicator to students what they need to know by end of lesson)
	     Objectives
	     Core Content and/or Program of Studies
	     What I think you should know today

	States _why_ students are learning the content
	     Class brainstorms why information is important
	     Be intentional about why important

	Provide hook, set-up, anticipation, and prediction
	     Know interests of students
	     Engage emotions

	Begin teaching phase

Points to Ponder:

___ *Clear expectations (Student can't meet standards if they don't know that is expected).*

___*High expectations (Teacher expectations greatly influence student achievement)*

___*Dignify, dignify, dignify*

___*Proximity control*

___*Teach procedure up front*

___*80% of behavior problems are due to ineffective instruction*

___*Change 5% of student behavior and you can change culture of class*

DAWSON SPRINGS INDEPENDENT SCHOOL SYSTEM
WALK-THROUGH OBSERVATION FORM FOR CERTIFIED EVALUATION PLAN

DATE:_____   SCHOOL:_____   TIME:_____

OBSERVER:_____   TEACHER:_____

ACADEMIC PERFORMANCE							
Yes	No	N/O	CURRICULUM	Yes	No	N/O	INSTRUCTION
			1. Curriculum posted for student access (curriculum document marked as complete)				1. Delivery engages ALL students
			2. Lesson Plans list core content taught				2. Communicates WHAT is being taught
			3. Lesson connected to standards				3. Communicates WHY concept is being taught
			4. Links life, career, & continuing edu.				4. Reviews skills, knowledge, and concepts
Comments:							5. Provides for student choice
							6. Instructional time is well-used
							7. Students are on task
							Comments:

VARIED INSTRUCTIONAL PRACTICES							
Yes	No	N/O	AUTHENTIC PROBLEMS AND QUESTIONS	Yes	No	N/O	BALANCED INSTRUCTIONAL DELIVERY
			1. Problem solving activities				1. Direct Instruction
			2. Reflects standards and indicators				2. Independent Learning
			3. Open Response questions/answers				3. Cooperative Learning
			4. Rubrics/Scoring Guides				4. Modeling Techniques
			5. On Demand Writing task				5. Manipulatives
			6. Links to Real World activities				Comments
			7. Performance activity				
			8. Integrates disciplines				
			9. Technology integration	Yes	No	N/O	LEARNING ENVIRONMENT
Comments:							1. Maintains high expectations
							2. Positive attitude toward students
							3. Students exhibit a sense of comfort
Yes	No	N/O	ADDRESSES MULTIPLE INTELLIGENCES				4. Volunteer or Guest in classroom
			1. Verbal (linguistic)				5. FRYSC/ESS available to students
			2. Mathematical (logical)				6. Professional Growth Plan readily available
			3. Spatial (visual)	Comments:			
			4. Musical				
			5. Intrapersonal (reflection)				
			6. Interpersonal (interaction)	Yes	No	N/O	EFFICIENCY
			7. Kinesthetic (movement)				1. Mission/vision statement posted
Comments:							2. Classroom is orderly/well managed
							3. Instructional time is well-used
							4. Class size is appropriate
Yes	No	N/O	ASSESSMENT				5. Teacher has copy of CSIP
			1. Display of student work	Comments:			
			2. Expectations posted (rubric)				
			3. Assessment embedded				
			4. Good questioning techniques				
			5. Students engage in self-reflection				
			6. Written, verbal, visual observation, hands-on (lab project) assessment				
Comments:							

Conference Date:_____

Signature of Teacher:_____

Signature of Observer:_____

Collaboration Walk-Through
E=Evidence, NE=No Evidence, NA=Not Applicable

Planning

Regular Education Teacher					Special Education Teacher			
1.	Lesson plan outlines core content	E	NE	NA	Lesson plan specifies accommodations related to specific goals	E	NE	NA
2.	Learning goals identified/posted	E	NE	NA				

Differentiation Levels

1.	Same task…same level	E	NE	NA
2.	Similar tasks…modified	E	NE	NA
3.	Similar tasks…different levels	E	NE	NA
4.	Different tasks…different levels	E	NE	NA
5.	All students are not capable of participating	E	NE	NA

Teacher Activity

1.	Direct instruction	E	NE	NA
2.	Hands on learning activity	E	NE	NA
3.	Small group activity	E	NE	NA
4.	Student discussion	E	NE	NA
5.	Student presentation	E	NE	NA
6.	Reading	E	NE	NA
7.	Writing	E	NE	NA
8.	Inquiry	E	NE	NA
9.	Assessment	E	NE	NA
10.	Knowledge-based activities	E	NE	NA

Student Activity

11.	Receipt of knowledge	E	NE	NA
12.	Application of knowledge	E	NE	NA
13.	Construction of knowledge	E	NE	NA
14.	Knowledge based activities	E	NE	NA

Comments/Suggestions

Teacher Location

	Regular Ed.			Special Ed.			Related Services			Instruct. Asst.		
Front of the room	E	NE	NA	E	NE	NA	E	NE	NA	E	NE	NA
Circulating	E	NE	NA	E	NE	NA	E	NE	NA	E	NE	NA
With Student(s)	E	NE	NA	E	NE	NA	E	NE	NA	E	NE	NA
Alone at desk or computer	E	NE	NA	E	NE	NA	E	NE	NA	E	NE	NA
Not in the classroom	E	NE	NA	E	NE	NA	E	NE	NA	E	NE	NA

Teacher Activity

	Regular Ed.			Special Ed.			Related Services			Instruct. Asst.		
Direct Inst.	E	NE	NA	E	NE	NA	E	NE	NA	E	NE	NA
Leading Discussion	E	NE	NA	E	NE	NA	E	NE	NA	E	NE	NA
Supporting lead activities (overhead note-taking, demonstration, modeling, etc...)	E	NE	NA	E	NE	NA	E	NE	NA	E	NE	NA
Facilitating learning	E	NE	NA	E	NE	NA	E	NE	NA	E	NE	NA
Monitoring student performance	E	NE	NA	E	NE	NA	E	NE	NA	E	NE	NA
Reading to student(s)	E	NE	NA	E	NE	NA	E	NE	NA	E	NE	NA
Providing accommodations	E	NE	NA	E	NE	NA	E	NE	NA	E	NE	NA
Engaged in learning activity	E	NE	NA	E	NE	NA	E	NE	NA	E	NE	NA

Name of teacher_____

Observer_____

Date_____

ADMISSION AND RELEASE COMMITTEE WALK THROUGH DOCUMENT

Arrive promptly for ARC meeting

Ensure attendance of regular education teacher

Discuss IEP goals using specific language (percentages or monitoring results)

Explain assessment results to parent

Prepare IEP goals either written or in draft form on the computer

Explain IEP documents

Discuss evaluation date and needs of the student

Discuss transition needs of student (preschool to primary, primary to middle, middle to high school and high school to post graduation needs

Present appropriate paperwork for transition

Contribute to discussion of IGP or IIP for high school students

O-observed
NO- not observed
NI- needs improvement

Teachers Signature_____

Observers Signature_____

Comments:

CORRECTIVE ACTION/CORRECTIVE ACTION TEAM PROCESS

Each certified employee of the school system is required to have an Individual Professional Growth Plan, which may be either for enrichment or assistance. A Corrective Action Growth Plan is to provide the employee with additional assistance and supervision to help him/her make the necessary changes in his/her performance to meet school district standards.

A Corrective Action Plan can be implemented by the evaluator at any time in the evaluation process when the evaluator believes it is timely to address specific concerns in the employee's performance. It is not necessary to have completed a summative evaluation or even formative observations as the decision whether to implement a Corrective Action Plan rests solely with the evaluator based on his/her knowledge, observations, and experience.

After an employee is on a Corrective Action Growth Plan, the evaluator will provide assistance, resources, and opportunity for the employee to grow professionally and reach the school district standards. Time is allowed to improve performance and demonstrate that the standards have been attained.

The evaluator may also choose to implement a Corrective Action Team when a Corrective Action Plan has been instituted or may elect to determine whether the Corrective Action Plan is successful without the necessity for a Corrective Action Team. If there is no improvement with the Corrective Action Plan operating without the assistance of a Corrective Action Team, the evaluator may, but is not required to, choose to implement a Corrective Action Team to work specifically with the evaluate in a non-evaluative role to provide additional help. If implemented, the members of the Corrective Action Team will be comprised of the principal, a vice-principal, the instructional supervisor, and teachers.

The Corrective Action Team will utilize the Corrective Action Growth Plan, the Employee Assistance Record, and the Log of Activities forms for documentation purposes.

An employee who is assigned a Corrective Action Plan, with or without the assistance of a Corrective Action Team, shall be informed that if the standard is not met, the district may choose to terminate the employment of the teacher or administrator.

INDIVIDUAL CORRECTIVE ACTION PLAN

Prepared for _____

Date_____ Work Site _____

Standard Number	*Present PGP Stage	Growth Objective/Goal(s) (describe desired outcome)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

(attach more pages if necessary)

Evaluatee's Comments:_____

_____

_____

Evaluator's Comments:_____

_____

_____

Individual Corrective Action Plan Developed:	STATUS: Achieved____ Revised____ Continued____
_____ Evaluatee's Signature Date	_____ Evaluatee's Signature Date
_____ Evaluator's Signature Date	_____ Evaluator's Signature Date

*Professional Growth Plan Stages:
   O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Refinement/Impact

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EMPLOYEE ASSISTANCE RECORD

	Dates	Dates	Dates	Dates
Observation				
Professional Growth Plan Developed				
Request for Assistance Team				
Assistance Team Selected				
Principal/Supervisor/Teacher Meeting to Explain Assistance				
First meeting of Assistance Team				
Second meeting of Assistance Team				
Third Meeting of Assistance Team				
Fourth Meeting of Assistance Team				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Signatures:
Principal _____

Team Members_____

_____

_____

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EMPLOYEE ASSISTANCE TEAM LOG OF ACTIVITIES

Teacher_____

Date of Meeting _____

Persons Present:

_____

_____

_____

_____

_____

_____

_____

Summary of Meeting:

Recommendations:

Next Meeting Date:_____

INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESS
(Education Administrators)

INTERN PRINCIPAL	ALL SCHOOL ADMINISTRATORS (except local district superintendent)
Less than one (1) year	**One (1) or more years experience**
The evaluation plan shall be explained to and discussed with all certified employees no later than the end of thirty (30) days from the beginning of the first scheduled day of school.	
FORMATIVE PHASE (data collection)	
Initial Conference and Pre-Conference(s) (prior to each observation) 1. Who observes 4. Activity observed 2. When observations are to occur 5. Other exchange of 3. Where information	**Pre-conference(s)** (prior to each observation 1. Who observes 4. Activity observed 2. When observations are to occur 5. Other exchange of 3. Where information
Formative Observations *1. Minimum of three (3) per year when results are satisfactory 2. Prior to each formative conference 3. Informal observations will be conducted in addition to formal observations 3. Use KPIP Form *More observations may occur when results are unsatisfactory	**Formative Observations** *1. Minimum of one (1) per year when results are satisfactory 2. Prior to each formative conference 3. Informal observations will be conducted in addition to formal observations *More observations shall occur when results are unsatisfactory
Formative Conferences (post) *1. Minimum of three (3) per year 2. Intern/intern committee 3. Conference with intern follows observation 4. Open discussion of observation and feedback to principal regarding performances/products. 5. Discuss/establish/revise individual professional growth plan/activities. 6. Written reports *More conferences may occur when observation results are unsatisfactory	**Formative Conferences (post)** *1. Minimum of one (1) per year 2. Evaluator/evaluatee 3. Within one (1) work-week following each observation 4. Open discussion of observation and feedback to evaluatee regarding performances/products. 5. Discuss/establish/revise individual professional growth plan/activities. *More conferences shall occur when observation results are unsatisfactory
SUMMATIVE PHASE (decision-making)	
Summative Evaluation 1. One time 2. Summary/conclusions from all formal and information evaluation data 3. Includes all data collected 4. Held at the end of the cycle 5. Completed (written) report provided to the intern 6. Establish/revise individual professional growth plan	**Summative Evaluation** 1. Once each year 2. Summary/conclusions from all formal and informal evaluation data 3. Written evaluation report
Summative Conference (post) 1. Discussion between intern and intern committee 2. One time 3. Includes all data collected 4. Held at the end of the cycle 5. Completed (written) report provided to the intern 6. Establish/revise individual professional growth plan	**Summative Conference (post)** 1. Discussion between evaluatee and evaluator 2. Once each year 3. Includes all evaluation data collected 4. Held at the end of the evaluation cycle 5. Completed (written) evaluation report provided to person evaluated 6. Establish/revise individual professional growth plan
District teacher personnel files <u>shall contain</u>: 1. Summative evaluation (completed form) per administrator at the end of the evaluation cycle 2. Individual professional growth plan per administrator/per evaluation cycle (reviewed annually). 3. Intern records maintained according to KTIP 704 KAR 20:690	
*Local districts may require more observations/conferences/professional growth activities than stipulated in above table. Specific timelines are designated in the local district plan and principal internship regulation.	
Procedures used for interns are stipulated by 704 KAR 20:690 (Kentucky Principal Program) and are for certification purposes only. However, interns are subject to the local district guidelines stipulated in 704 KAR 3:345 and KRS 156.557.	

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION ADMINISTRATORS
ADMINISTRATOR FORMATIVE INSTRUMENT
(All performance criteria may NOT apply to all administrative positions.)

O – Outstanding   S – Satisfactory   NI – Needs Improvement
U – Unsatisfactory   NO – Not Observed

Standard 1: Vision
A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**
Performances – The administrator facilitates processes and engages in activities ensuring that:

1.1	The vision and mission of the school are effectively communicated to staff, parents, students, and community.	O	S	NI	U	NO
1.2	The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.	O	S	NI	U	NO
1..3	The core beliefs of the school vision are modeled for all stakeholders.	O	S	NI	U	NO
1.4	The vision is developed with and among stakeholders.	O	S	NI	U	NO
1.5	The contributions of school community members to the realization of the vision are recognized and celebrated.	O	S	NI	U	NO
1.6	Progress toward the vision and mission is communicated to all stakeholders.	O	S	NI	U	NO
1.7	The school community is involved in school improvement efforts.	O	S	NI	U	NO
1.8	The vision shapes the educational programs, plans, and actions.	O	S	NI	U	NO
1.9	An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.	O	S	NI	U	NO
1.10	Assessment data related to student learning are used to develop the school vision and goals.	O	S	NI	U	NO
1.11	Relevant demographic data pertaining to students and their families are used in developing the school mission and goals.	O	S	NI	U	NO
1.12	Barriers to achieving the vision are identified, clarified, and addressed	O	S	NI	U	NO
1.13	Needed resources are sought and obtained to support the implementation of the school mission and goals.	O	S	NI	U	NO
1.14	Existing resources are used in support of the school vision and goals.	O	S	NI	U	NO
5	The vision, mission and implementation plans are regularly monitored, evaluated, and revised.	O	S	NI	U	NO

Comments_____

_____

_____

Standard 2: School Culture and Learning
A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**
Performance – The administrator facilitates process and engages in activities ensuring that:

2.1	All individuals are treated with fairness, dignity, and respect.	O	S	NI	U	NO
2.2	Professional development promotes a focus on student learning consistent with the school vision and goals.	O	S	NI	U	NO
2.3	Students and staff feel valued and important.	O	S	NI	U	NO
2.4	The responsibilities and contributions of each individual are acknowledged.	O	S	NI	U	NO
2.5	Barriers to student learning are identified, clarified, and addressed.	O	S	NI	U	NO
2.6	Diversity is considered in developing learning experiences.	O	S	NI	U	NO
2.7	Life long learning is encouraged and modeled.	O	S	NI	U	NO
2.8	There is a culture of high expectations for self, student, and staff performance.	O	S	NI	U	NO
2.9	Technologies are used in teaching and learning.	O	S	NI	U	NO
2.10	Student and staff accomplishments are recognized and celebrated.	O	S	NI	U	NO
2.11	Multiple opportunities to learn are available to all students.	O	S	NI	U	NO
2.12	The school is organized and aligned for success.	O	S	NI	U	NO
2.13	Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined	O	S	NI	U	NO
2.14	Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.	O	S	NI	U	NO

2.15	The school culture and climate are assessed on a regular basis.	O	S	NI	U	NO
2.16	A variety of sources of information is used to make decisions.	O	S	NI	U	NO
2.17						
2.18	Student learning is assessed using a variety of techniques.	O	S	NI	U	NO
	Multiple sources of information regarding performance are used by staff and students.	O	S	NI	U	NO
2.20	A variety of supervisory and evaluation models is employed.					
2.21	Pupil personnel programs are developed to meet the needs of students and their families.					

Comments_____

_____

Standard 3: Management

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Performances – The administrator facilitates processes and engages in activities ensuring that:

3.1	Knowledge of learning, teaching, and student development is used to inform management decisions.	O	S	NI	U	NO
3.2	Operational procedures are designed and managed to maximize opportunities for successful learning.	O	S	NI	U	NO
3.3	Emerging trends are recognized, studied, and applied as appropriate.	O	S	NI	U	NO
3.4	Operational plans and procedures to achieve the vision and goals of the school are in place.	O	S	NI	U	NO
3.5	Collective bargaining and other contractual agreements related to the school are effectively managed.	O	S	NI	U	NO
3.6	The school plant, equipment, and support systems operate safely, efficiently, and effectively.	O	S	NI	U	NO
3.7	Time is managed to maximize attainment of organizational goals.	O	S	NI	U	NO
3.8	Potential problems and opportunities are identified.	O	S	NI	U	NO
3.9	Problems are confronted and resolved in a timely manner.					
3.10	Financial, human, and material resources are aligned to the goals of schools.	O	S	NI	U	NO
	The school acts entrepreneurial to support continuous improvement.	O	S	NI	U	NO
_.2	Organizational systems are regularly monitored and modified as needed.	O	S	NI	U	NO
3.13	Stakeholders are involved in decisions affecting schools.	O	S	NI	U	NO
3.14	Responsibility is shared to maximize ownership and acceptability.	O	S	NI	U	NO
3.15	Effective problem-framing and problem-solving skills are used.	O	S	NI	U	NO
3.16	Effective conflict resolution skills are used.	O	S	NI	U	NO
3.17	Effective group-process and consensus-building skills are used.	O	S	NI	U	NO
3.18	Effective communication skills are used.	O	S	NI	U	NO
3.19	There is effective use of technology to manage school operations.					
3.20	Fiscal resources of the school are managed responsibly, efficiently, and effectively.	O	S	NI	U	NO
3.21	A safe, clean, and aesthetically pleasing school environment is created and maintained.	O	S	NI	U	NO
3.22	Human resource functions support the attainment of school goals.	O	S	NI	U	NO
3.23	Confidentiality and privacy of school records are maintained.					

Comments_____

_____

Standard 4: Collaboration

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Performances—The administrator facilitates processes and engages in activities ensuring that:

	High visibility, active involvement, and communication with the larger community is a priority.	O	S	NI	U	NO
4.2	Relationships with community leaders are identified and nurtured.	O	S	NI	U	NO
4.3	Information about family and community concerns, expectations, and needs is used regularly.	O	S	NI	U	NO
4.4	There is outreach to different business, religious, political, and service agencies and organizations.	O	S	NI	U	NO
4.5	Credence is given to individuals and groups whose values and opinions may conflict	O	S	NI	U	NO
4.6	The school and community serve one another as resources.	O	S	NI	U	NO
4.7	Available community resources are secured to help the school solve problems and achieve goals.	O	S	NI	U	NO
4.8	Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.	O	S	NI	U	NO
		O	S	NI	U	NO
4.9	Community youth family services are integrated with school programs.	O	S	NI	U	NO
4.10	Community stakeholders are treated equitably.	O	S	NI	U	NO
4.11	Diversity is recognized and valued.	O	S	NI	U	NO
4.12	Effective media relations are developed and maintained.	O	S	NI	U	NO
4.13	A comprehensive program of community relations is established.	O	S	NI	U	NO
4.14	Public resources and funds are used appropriately and wisely.	O	S	NI	U	NO
4.15	Community collaboration is modeled for staff.	O	S	NI	U	NO
4.16	Opportunities for staff to develop collaborative skills are provided.	O	S	NI	U	NO

Comments_____

_____

_____

ndard 5: Integrity, Fairness, Ethics

.school administrator is an educational leader who promotes the success of all students by acting with **integrity, fairness, and in an ethical manner.**

Performances—The administrator facilitates process and engages in activities ensuring that:

5.1	Examines personal and professional values.	O	S	NI	U	NO
5.2	Demonstrates a personal and professional code of ethics.	O	S	NI	U	NO
5.3	Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.	O	S	NI	U	NO
5.4	Serves as a role model.	O	S	NI	U	NO
5.5	Accepts responsibility for school operations.					
5.6	Considers the impact of one's administrative practices on others.	O	S	NI	U	NO
5.7	Uses the influence of the office to enhance the educational program rather than for personal gain.	O	S	NI	U	NO
5.8	Treats people fairly, equitably, and with dignity and respect.	O	S	NI	U	NO
5.9	Protects the rights and confidentiality of students and staff.	O	S	NI	U	NO
5.10	Demonstrates appreciation for and sensitivity to the diversity in the school community.	O	S	NI	U	NO
5.11	Recognizes and respects the legitimate authority of others.	O	S	NI	U	NO
5.12	Examines and considers the prevailing values of the diverse school community.	O	S	NI	U	NO
5.13	Expects that others in the school community will demonstrate integrity and exercise ethical behavior.	O	S	NI	U	NO
5.14	Opens the school to public scrutiny.	O	S	NI	U	NO
5.15	Fulfills legal and contractual obligations.	O	S	NI	U	NO
5.16	Applies laws and procedures fairly, wisely, and considerately.	O	S	NI	U	NO

Comments_____

_____

dard 6: Political, Economic, Legal
.. ..chool administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**
Performances—The administrator facilitates process and engages in activities ensuring that:

6.1	The environment in which schools operate is influenced on behalf of students and their families.	O	S	NI	U	NO
6.2	Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.	O	S	NI	U	NO
6.3	There is ongoing dialogue with representatives of diverse community groups.	O	S	NI	U	NO
6.4	The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.	O	S	NI	U	NO
6.5	Public policy is shaped to provide quality education for students.	O	S	NI	U	NO
6.6	Lines of communication are developed with decision makers outside the school community.	O	S	NI	U	NO

Standard 7: Technology
A school administrator is an educator who **leads the school in developing a strong technology program evident in comprehensive planning and classroom techniques; leads the school in administrative technology planning and implementation; develops a strong School Technology Coordinators' Team.**
Performances – The administrator facilitates process and engages in activities ensuring that:

7.1	Planning is developed and promoted to enhance the technology capabilities of the school.	O	S	NI	U	NO
7.2	Staff utilizes the available technology to its fullest capabilities	O	S	NI	U	NO
7.3	Technology is regarded as a viable educational tool.	O	S	NI	U	NO
7.4	Educational technology intervention is provided if appropriate	O	S	NI	U	NO
7.5	He/she acts as a mentor to develop technology skills of peers and staff.	O	S	NI	U	NO
7.6	He/she models and reinforces compliance with District Copyright Policy.	O	S	NI	U	NO
	He/she models and reinforces compliance with School Acceptable Use guidelines.	O	S	NI	U	NO
7.8	Strong STC classroom team members are supported.	O	S	NI	U	NO
7.9	Strong STC library media specialist team members are supported.	O	S	NI	U	NO
7.10	Barriers are removed for STC's.	O	S	NI	U	NO
7.11	Student Leadership Technology Program (STLP) is developed and and supported through STC.	O	S	NI	U	NO
7.12	School technology committee to enhance and assist STC is developed and supported.	O	S	NI	U	NO
7.13	Technology capabilities of the school are enhanced	O	S	NI	U	NO
7.14	Provide staff training that will enable the staff to utilize the available technology to its fullest capabilities.	O	S	NI	U	NO
7.15	Technology is regarded as an administrative educational tool.	O	S	NI	U	NO
7.16	He/she participates in ongoing staff development to promote personal growth with respect to technology.	O	S	NI	U	NO
7.17	He/she utilizes e-mail as a vehicle for sharing resources and communicating.	O	S	NI	U	NO
7.18	He/she utilizes technology to create and maintain a professional portfolio.	O	S	NI	U	NO
7.19	He/she utilizes word processing to create reports.	O	S	NI	U	NO
7.20	He/she utilizes databases to manipulate and present budgeting information	O	S	NI	U	NO
7.21	He/she utilizes spreadsheets to manipulate and present budgeting information.	O	S	NI	U	NO
7.22	He/she utilizes school web page as a vehicle for sharing resources and communicating.	O	S	NI	U	NO
7.23	Practice security measures when accessing the network.	O	S	NI	U	NO
7.24	He/she utilizes technology in speeches and presentations.	O	S	NI	U	NO

Comments_____

_____

_____

Individual Professional Growth Plan (standard for focus) **Standard #**_____

This observation was discussed in a conference between the evaluator and the evaluatee on _____.

<div align="right">Date</div>

_____   _____
Evaluatee's Signature   Evaluator's Signature

Evaluatee Comments

_____

_____

_____

_____

_____

_____

SUMMATIVE CONFERENCING FORM – EDUCATION ADMINISTRATORS

Evaluator and evaluatee discuss and complete prior to developing the administrator's Professional Growth Plan and Summative Evaluation instruments. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, r ˙s, etc.

Evaluatee_____ Position_____

Evaluator_____ Position_____

Date of Conference _____ School/Work Site_____

Standards/Performance Criteria The education administrator facilitates processes and engages in activities ensuring that:	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
1: Vision	Meets	Growth Needed	Does Not Meet	
1.1 the vision and mission of the school are effectively communicated to staff, parents, and community				
1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities				
1.3 the core beliefs of the school vision are modeled for all stakeholders				
1.4 the vision is developed with and among stakeholders				
1.5 the contributions of school community members to the realization of the vision are recognized and celebrated				
1.6 progress toward the vision and mission is communicated to all stakeholders				
1.7 the school community is involved in school improvement efforts				
the vision shapes the educational programs, plans, and actions				
1.9 provides opportunities that encourage collaboration among others in the use of resources				
1.10 assessment data related to student learning is used to develop the school vision and goals				
1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals				
1.12 barriers to achieving the vision are identified, clarified, and addressed				
1.13 needed resources are sought and obtained to support the implementation of the school mission and goals				
1.14 existing resources are used in support of the school vision and goals				
1.15 the vision and implementation plans are regularly monitored, evaluated, and revised				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCE FORM – EDUCATION ADMINISTRATORS

2: School Culture and Learning The education administrator facilitates processes and engages in activities ensuring that	Meets	Growth Needed	Does Not Meet	Discussed
2.1 all individuals are treated with fairness, dignity, and respect				
2.2 professional development promotes a focus on student learning consistent with the school vision and goals				
2.3 students and staff feel valued and important				
2.4 the responsibilities and contributions of each individual are acknowledged				
2.5 barriers to student learning are identified, clarified, and addressed				
2.6 diversity is considered in developing learning experiences				
2.7 life long learning is encouraged and modeled				
2.8 there is a culture of high expectations for self, students, and staff performance				
2.9 technologies are used in teaching and learning				
2.10 student and staff accomplishments are recognized				
2.11 multiple opportunities to learn are available to all students				
2.12 the school is organized and aligned for success				
2.13 curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined				
curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies				
2.15 the school culture and climate are assessed on a regular basis				
2.16 a variety of supervisory and evaluation models is employed				
2.17 student learning is assessed using a variety of techniques				
2.18 multiple sources of information regarding performance are used by staff and students				
2.19 a variety of supervisor and evaluation models is employed				
2.20 pupil personnel programs are developed to meet the needs of students and their families				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFEENCE FORM – EDUCATION ADMINISTRATORS

3: Management The education administrator facilitates processes and engages in activities ensuring that	Meets	Growth Needed	Does Not Meet	Discussed
3.1 knowledge of learning, teaching, and student development is used to form management decisions				
3.2 operational procedures are designed and managed to maximize opportunities for successful learning				
3.3 emerging trends are recognized, studied, and applied as appropriate				
3.4 operational plans and procedures to achieve the vision and goals of the school are in place				
3.5 collective bargaining and other contractual agreements related to the school are effectively managed				
3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively				
3.7 time is managed to maximize attainment of organizational goals				
3.8 potential problems and opportunities are identified				
3.9 problems are confronted and resolved in a timely manner				
3.10 financial, human, and material resources are aligned to the goals of schools				
3.11 the school acts entrepreneurally to support continuous improvement				
organizational systems are regularly monitored and modified as needed				
3.13 stakeholders are involved in decisions affecting schools				
3.14 responsibility is shared to maximize ownership and accountability				
3.15 effective problem-framing and problem-solving skills are used				
3.16 effective conflict resolution skills are used				
3.17 effective group-process and consensus-building skills are used				
3.18 effective communication skills are used				
3.19 there is effective use of technology to manage school operations				
3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively				
3.21 a safe, clean, and aesthetically pleasing school environment is created and maintained				
3.22 human resource functions support the attainment of school goals				
3.23 confidentiality and privacy of school records are maintained				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCE FORM – EDUCATION ADMINISTRATORS

4: Collaboration The education administrator facilitates processes and engages in activities ensuring that	Meets	Growth Needed	Does Not Meet	Discussed
4.1 high visibility, active involvement, and communication the larger community is a priority				
4.2 relationships with community leaders are identified and nurtured				
4.3 information about family and community concerns, expectations, and needs is used regularly				
4.4 there is outreach to different business, religious, political, and service agencies and organizations				
4.5 credence is given to individuals and groups whose values and opinions may conflict				
4.6 the school and community serve one another as resources				
4.7 available community resources are secured to help the school solve problems and achieve goals				
4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals				
4.9 community youth family services are integrated with school programs				
10 community stakeholders are treated equitably				
11 diversity is recognized and valued				
4.12 effective media relations are developed and maintained				
4.13 comprehensive program of community relations is established				
4.14 public resources and funds are used appropriately and wisely				
4.15 community collaboration is modeled for staff				
4.16 opportunities for staff to develop collaborative skills are provided				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCE FORM – EDUCATION ADMINISTRATORS

Integrity, Fairness, Ethics The education administrator facilitates processes and engages in activities ensuring that	Meets	Growth Needed	Does Not Meet	Discussed
5.1 examines personal and professional values				
5.2 demonstrates a personal and professional code of ethics				
5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance				
5.4 serves as a role model				
5.5 accepts responsibility for school operations				
5.6 considers the impact of one's administrative practices on others				
5.7 uses the influence of the office to enhance the educational program rather than for personal gain				
5.8 treats people fairly, equitably, and with dignity and respect				
5.9 protects the rights and confidentiality of students and staff				
5.10 demonstrates appreciation for the sensitivity to the diversity in the school community				
5.11 recognizes and respects the legitimate authority of others				
5.12 examines and considers the prevailing values of the diverse school community				
5.13 expects that others in the school community will demonstrate integrity and exercise ethical behavior				
5.14 opens the school to public scrutiny				
˙ ˙5 fulfills legal and contractual obligations				
˙ applies laws and procedures fairly, wisely, and considerately				
Overall rating for Summative Evaluation Form				

6: Political, Economic, Legal The education administrator facilitates processes and engages in activities ensuring that	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the environment in which schools operate is influenced on behalf of students and their families				
6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.3 there is ongoing dialogue with representatives of diverse community groups				
6.4 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
6.5 public policy is shaped to provide quality education for students				
6.6 lines of communication are developed with decision makers outside the school community				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCE FORM – EDUCATION ADMINISTRATORS

7. Technology e administrator facilitates process and engages in ivities ensuring that:	MEETS	GROWTH NEEDED	DOES NOT MEET	DISCUSSED
7.1 planning is developed and promoted to enhance the technology capabilities of the school.				
7.2 staff utilizes the available technology to its fullest capabilities.				
7.3 technology is regarded as a viable educational tool.				
7.4 educational technology intervention is provided if appropriate.				
7.5 he/she acts as a mentor to develop technology skills of peers and staff.				
7.6 he/she models and reinforces compliance with District Copyright Policy.				
7.7 he/she models and reinforces compliance with School Acceptable Use guidelines.				
7.8 Strong STC classroom team members are supported.				
7.9 Strong STC library media specialist team members are supported.				
7.10 Barriers are removed for STC's.				
7.11 Student Leadership Technology Program (STLP) is developed and supported through STC.				
7.12 School technology committee to enhance and assist STC is developed and supported.				
7.13 Technology capabilities of the school are enhanced.				
7.14 Provide staff training that will enable the staff to utilize the available technology to its fullest capabilities.				
5 Technology is regarded as an administrative educational tool.				
7.16 he/she participates in ongoing staff development to promote personal growth with respect to technology.				
7.17 he/she utilizes e-mail as a vehicle for sharing resources and communicating.				
7.18 he/she utilizes technology to create and maintain a professional portfolio.				
7.19 he/she word processing to create reports.				
7.20 he/she utilizes databases to manipulate and present budgeting information.				
7.21 he/she utilizes spreadsheets to manipulate and present budgeting information.				
7.22 he/she utilizes school web page as a vehicle for sharing resources and communicating.				
7.23 practice security measures when accessing the network.				
7.24 he/she utilizes technology in speeches and presentations.				

SUMMATIVE EVALUATION FOR ADMINISTRATORS

summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development ities, conferences, work samples reports developed, and other documentation.)

Evaluatee_____ Position_____

Evaluator_____ Position_____

School/Work Site_____

Date(s) of Observation(s) 1st_____ 2nd_____ 3rd_____ 4th_____
Date(s) of Conference (s) 1st_____ 2nd_____ 3rd_____ 4th_____

RATINGS

Administrator Standards	Meets	Does Not Meet
1. Vision		
2. School Culture and Learning		
3. Management		
4. Collaboration		
5. Integrity, Fairness, Ethics		
6. Political, Economic, Legal		
7. Technology		
Overall Rating		

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1._____   2._____   3._____   4._____   5._____   6._____   7._____

luatee's
Comments_____
_____
_____

Evaluator's
Comments_____
_____
_____

TO BE SIGNED AFTER ALL INFORMATION ABOVE HAS BEEN COMPLETED AND DISCUSSED:

Evaluatee_____ Agree with this summative evaluation
        _____ Disagree with this summative evaluation   _____   _____
                                                              Signature   Date

Evaluator:
                                                              _____   _____
                                                              Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of the Dawson Springs Independent School District's Certified Evaluation Plan.

Employment recommendation to Central Office: _____ Meets administrator standards for re-employment
                                                _____ Does not meet administrator standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

· rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan.